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ABSTRACT

This document, which was developed to assist individuals working in publicly sponsored literacy programs in Georgia, offers instructional plans and practical strategies designed to help teachers help students of adult literacy, adult basic education, General Educational Development, and English as a second language build stronger personal relationships. Detailed guidelines are provided for conducting three group learning activities devoted to the following topics: understanding the meaning of love; resolving conflicts in family relationship; and writing about relationships. Each activity contains the following: overview and rationale; skills developed in the activity; steps in preparing for the activity; materials needed; detailed explanation of the steps entailed in conducting the activity; and discussion questions. Also included are student handouts for each activity, a brief discussion of factors to consider before introducing personal topics such as love and family life into adult classrooms, and print and Internet sources of further information. (MN)

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Helping Learners Build Stronger Personal Relationships
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Beyond Basic Skills

Innovative Teaching Materials for Georgia's Teachers of Adults

Volume 2, Number 1 Winter 1998

Beyond Basic Skills offers instructional plans and practical strategies designed for immediate use by teachers in Georgia's adult literacy, ABE, GED, and ESL programs. This issue focuses on **Building Stronger Personal Relationships**. We hope you'll find these activities useful.

Tom Valentine
Jenny Sandlin
Co-Editors

Helping Learners Build Stronger Personal Relationships

Some people believe that in order to be psychologically healthy, a person must be able to do two things: work and love. As we try to help our learners to improve their lives, most of us focus far more on the former than the latter. We develop workplace skills, we try to heighten career awareness, we do all that we can to ready learners for the world of work. But what do we really teach about love?

Love saturates all of our lives, in the form of the various interpersonal relationships that are present in our day-to-day lives. The love in our lives varies in intensity and form. We experience the positive relationships we have: romantic love, friendship, devotion to our parents and children, and the attachment we form to colleagues and students. But most of us also experience the other side of love: heartbreak, destructive or dysfunctional relationships, interpersonal conflicts, and all the other painful and energy-draining variations of love gone bad.

Our learners have the same wonderful and terrible experiences with love that we have. And, like the rest of us, these experiences either strengthen or weaken our learners. When things are going well and learners feel valued by the people in their lives, they can focus their energy, without distraction, on learning. When their relationships are in trouble, learners can feel isolated and pessimistic and find it hard to care about their studies. Moreover, without solid, out-of-school support for their education, our learners--particularly our married women learners--can find their best efforts condemned and even sabotaged by the most important people in their lives.

Mark Johnson, of Georgia Tech's Center for Rehabilitation Technology, has recently completed dissertation research focusing on the lives of GED graduates. The research demonstrates the complex relationships that characterize the lives of adult learners who have returned to school to work on their GEDs. Dropping out of high school often involved extremely troublesome relationships both within the school and in their personal lives. Their success in obtaining a GED often hinged on key relationships which functioned either as strong motivators or as obstacles to be overcome.

This issue of *Beyond Basic Skills* includes three learning activities designed to help your learners evaluate and better understand the relationships that define their lives and to find ways of improving them if necessary. The first activity uses a popular instructional format we first used in our issue "Helping Adult Students Find a Place in the World of Work" (Volume 1, Number 2, Winter 1997); in the activity, learners will critically discuss and evaluate a number of quotes about love. The second activity is truly something completely different: learners will use role-playing to act out relationship conflicts and then work as a group to resolve them. The third activity is more traditional: learners will write creatively about the people they value. This activity will give them extra writing practice for the GED essay.

We hope you and your learners enjoy these activities and benefit from them. When you bring exciting and relevant issues into your classroom--and when you make learners' lives the content of your curriculum--everyone is more likely to value the time that is spent in your classroom.

Planning the Sessions

The activities in this issue are designed for group instruction. You might try teaching all three activities as part of a special, multi-part workshop called "Strengthening Family Relationships."

Alternately, the activities can stand alone and be integrated into regular classroom instruction as desired. In general, the earlier activities will be easier for both learners and teachers and the later activities will be more challenging. The time required for the activities will vary depending on your teaching style and the size of your group.

Activity #1: The Meaning of Love

Overview and Rationale

People often talk about love as if it were a single thing, even though we all know that love can mean different things to different people. Over the years philosophers, scientists, writers, poets, and political leaders have offered their ideas and insights concerning the meaning of love. This activity is designed to help learners further develop their own ideas and philosophies about love, through evaluating what other people have said about love. This activity also gives learners a chance to reflect on the meaning of love in their lives and on the role that love plays in their family and other personal relationships.

Skills Developed in this Activity

Critical reading, critical thinking, and critical discussion skills.

Materials Needed for this Activity

✓A copy of the handout entitled "Activity #1: The Meaning of Love," for each learner (see p. 5).

Activity #1 Discussion Questions for you (see box on this page).

How to Prepare for this Activity

✓ Read the passages contained on the handout and try to predict your learners' ability to read them.

✓ If you believe that you need to pre-teach selected vocabulary, identify those words and decide the best way to define them for your learners.

✓ Review the discussion questions and adapt them--or write new ones-- based on your own worldview and what you know about your learners.

Activity #1 Discussion Questions

Quote #1. What is Ann Landers saying here? Do you agree with her? Why or why not? Is everyone without love really unhappy? Is that true?

Quote #2. What is Ursula LeGuin saying here? In what ways is making love like making bread? What does LeGuin mean when she says love must be "re-made" all the time? Do you agree with her? How do you re-make love? Can you make it new? Can it always be made new? What happens if you don't?

Quote #3. What is Sir Francis Bacon saying here? Do you agree with him? Why or why not? What do you think he means? Do you think love actually interferes with thinking? Does it make people do stupid things? Can you give any examples? Is there a difference between being wise and being smart?

Quote #4. What is this proverb saying? Do you agree with it? Does love always include pain? What kind of pain do you think this proverb is talking about? Drawing from your experience, can you think of cases where this has been true? When it hasn't? Can you think of other proverbs about love?

Quote #5. What is Alfred Lord Tennyson saying here? Do you agree with him? Is love worth the cost of the pain it can cause? If you knew from the start that you were going to have a wonderful relationship for 5 years with a person who would eventually break your heart, would you get involved with him or her anyway? Why or why not? Do some people like the kind of pain love causes? Why do you think that is so?

Quote #6. What is this proverb saying? How can misty rain flood a river? What does that mean? How is that like love? Can you think of other rain metaphors to describe different types of love? (thunderstorms, downpours). Can you think of other images in nature or everyday life that describe love?

Quote #7. What is Martin Luther King, Jr. saying here? Do you agree? What kind of love do you think he is talking about? Is the type of love MLK is talking about different than the types of love we have been discussing? In what ways is it different or similar? Which is more important, romantic love or the love between friends?

Quote #8. What is Zora Neale Hurston saying here? How is this quotation different from the others? (It is part of a story and the language is different). How would you describe this language? Who might talk this way? Have you ever known anyone who loved like a hog?

Quote #9. What is William Wordsworth saying here? Do you agree with him? Would you rather have love than money? Which would you choose--money or love; health or love? Can you think of examples when love has carried you through hard times?

Quote #10. What is Antoine de Saint-Exupery saying here? What does he mean when he says "gaze"? Have you ever been in a relationship where you gazed? How long did that last? Was it enough? Why or why not? What does it mean for two people to look in the same direction? What is the benefit of two people looking together?

What to Do in the Session

1. Before distributing the handout, begin a general discussion about the definition and meaning of love by asking learners, "What do we mean when we talk about love?" and "What is love?" Explore and discuss learners' ideas of love.

2. Explain that in today's session the class will look at what other people have said about love. Ask learners where they have heard quotes about love. Some students may mention that one popular place we encounter love quotes is in songs. Ask learners if they can think of quotes about love from songs. Next distribute the quotes handout and say that these quotes come not from songs but from similar sources, including poems and books.

3. Work through the quotations one-by-one. Ask learners to volunteer to read each quote out loud, or read them aloud yourself if you have lower-level readers. Use the discussion questions in the box above to help learners explore the meaning and value of each quotation. Let them find the meanings themselves, and encourage learners to talk with each other and to react to one another's ideas by asking questions like "Do you agree with that? Does anyone have a different opinion?"

Activity #2: Resolving Conflicts in Family Relationships

Overview and Rationale

Human beings are so complex that most close relationships contain some degree of conflict. Learning to handle conflict constructively is an important part of family life. This activity allows learners to work through some typical conflicts in family relationships.

The activity employs role-playing as an instructional strategy. Role playing is a powerful way of re-creating conflicts which, if described on paper, can seem unexciting. For a little while, your classroom will become a theater with some learners playing the starring roles and the rest serving as audience.

Role-playing is lively and fun--but it can be important, too. If handled well, role-playing can simulate the emotional states of a real conflict. However, because it uses "pretend" situations--and not situations drawn expressly from their own lives--learners should be able to study the situations dispassionately. Hopefully, by working as a group to make sense of these pretend situations, your learners will better understand the conflicts in their own lives and will learn how to resolve them more effectively.

Skills Developed in this Activity

Critical analysis and critical discussion. For those playing roles, oral presentation skills.

Materials Needed for this Activity

✓ Handout: cut up role cards (p. 6).
✓ Discussion guide for you.
✓ "Eight Questions for Analyzing Conflicts" for you and for learners (see p. 7)

How to Prepare for this Activity

✓ Read over the materials and think through the sequence of events in your classroom.

What to Do in the Session

1. ***Selecting learners***. Ask for volunteers. Be sure to choose learners who are outgoing enough to "ham it up"--and be especially careful to put your best actors into the first roles so that others can learn from them. If you're worried about your learners' ability to "cut loose" --especially if your classroom is usually very quiet and sedate--you might consider taking one of the first roles yourself.

2. ***Setting up the role play***. After selecting the actors, get them together for a private meeting a few minutes before the activity starts. Review their assignment cards with them. Tell them that, unlike a school play, there is no script to memorize. They need to read their cards, take on an identity, and think and speak they way that person would think and speak. They can look at the cards whenever they want, but they don't need to say everything that is written there. The cards simply contain suggestions to get them going. To reinforce the "pretend" nature of the role-playing, let learners select names for the people they are portraying.

3. ***Acting out the role-play***. Set up your room so that everyone in class can easily see the actors. Begin by briefly introducing the story and identifying the actors by their self-selected names. Then stand back (literally, away from the "stage") and let your learners act. In most cases, the acting itself will take only five or ten minutes.

4. ***Analyzing the role-play***. After the scene is over, keep the actors on stage and distribute copies of "Eight Questions for Analyzing Conflicts" to everyone in the room. Tell learners that it is the group's job to find answers to all eight questions, and that we'll probably need to get more information before we can do so. Let the rest of the class address questions (not necessarily the eight on the handout) and comments to the actors. To get things going, you might ask the first question, being sure to use the selected pseudonyms (e.g., "William, how did you feel when Mary said. . .?). As learners talk, take notes of important or insightful comments. Refer to the discussion guide below for some suggestions about the story themes.

5. After the question-and-answer period, work through the eight questions with the entire class, including the actors, who should now abandon their pretend roles. At the end, or, if you prefer, as you answer each question, encourage learners to draw connections to their own lives and conflicts they have experienced. Whenever possible, urge learners to think of conflicts from all the perspectives involved and to engage in self-reflection and self-evaluation as appropriate.

6. Repeat this process with the other three stories and perhaps with other conflict situations suggested by you and the learners.

Activity #2 Discussion Guide

Because role-playing proceeds without a prepared script, it's impossible to predict exactly how learners will play their roles or what they might say. Following are some likely issues that will arise, along with some suggestions for resolving the conflicts.

Story 1. Some say that there are more marital arguments over money than any other issue. Partners often refuse to talk about deeper issues related to values and control. Instead, they often resort to labelling one another (e.g., accusing the other person of being "unfair") and simply stop listening. Make sure that the discussion moves beyond pat solutions ("Let's make a budget!") and focuses on feelings, attitudes, and interaction patterns.

Story 2. This is a classic power struggle between a parent and child. The parent is aghast that the child is not obeying, and the child--like all teenagers--is moving so strongly toward independence that simple orders no longer suffice. Both of these people need to think before they speak and try to communicate their thoughts and feelings to the other person. Some sort of compromise would do more than all the bitter arguing, and the parent needs to realize that losing an occasional argument to a teenager can be an indicator of good will and good parenting.

(continued on next page)

Activity #2 Discussion Guide, contd.

Story 3. Many, many learners--especially female learners--experience a lack of home support (if not downright sabotage) for their schooling. This lack of support almost always seems to be tinged with jealousy. Education changes people, and the spouse or significant other can become fearful of losing the "new and improved" partner. Few of the unsupportive spouses will admit to such petty feelings even when confronted directly. Simply understanding this can help learners find the sensitivity to deal with their partner's pain in constructive ways--by not constantly talking about school and by including a spouse in school social events.

Story 4. There is more going on here than a simple fight over material things. The child desires the bike so that he or she can feel proud and accepted among friends. Moreover, he or she is probably attaching symbolic importance to the bike, treating it as a symbol of parental love. The parent complicates things by withholding information about family resources. This is a perfect opportunity for the parent to discuss (but not preach about) the role of material things in a person's happiness. (For example: "I love you enough to buy you a bike, but I don't have enough money to buy one. In the long run, my love will be worth more to you than any bike I could give you now.")

Activity #3: Writing about Relationships

Overview and Rationale

This activity is designed to support your teaching of essay writing in which learners can use the ideas they've developed in the first two activities to plan and write an essay about relationships.

Skills Developed in this Activity

Critical thinking, expression, and writing.

Materials Needed for this Activity

✓ A writing stimulus (see "How to Prepare for this Activity," below).
✓ Paper and pen.
✓ A computer with word-processing software and a printer, if available.

How to Prepare for this Activity

Although some forms of writing work best without an assigned task, most real world writing requires adults to write within certain clear expectations. In many learning and testing situations, learners are expected to write in response to a prompt or stimulus. In line with the theme of this issue we suggest that you select a stimulus dealing with the broad topic of relationships.

A writing stimulus can be almost anything: a poem, a picture, or even just a statement of topic. We've provided you with a list of possible topic statements below. If you don't like those, write a variation of your own.

Alternately, you might cut a picture from a magazine that captures some powerful image of an interpersonal relationship. For example photographs of parents holding a new-born baby, or of two people kissing, or of two people arguing can serve as especially effective writing stimuli.

Once you've selected the stimulus, make sure everyone has a copy of it if it is a handout or that everyone can see it if it is a picture or if you write it on the board.

Now, based on your learners' ability level, decide how long an essay you'd like to see them write.

What to Do in the Session

1. Tell your learners something like this: "Good writing usually requires some planning. One way to plan for writing is to talk about your ideas, decide which ideas to write about, and then decide what order to write about them." Model this process, using the chalkboard, with a make-believe essay of your own.
2. Hold a pre-writing discussion of the stimulus. If it's a picture, ask them to describe what they see and what it means. If it's a topic statement, read it aloud and ask learners how they might respond to it. Encourage learners to jot their ideas onto scrap paper, and then help them organize them into a logically flowing order. Working with the full group and with individuals, ensure that everyone in class has a writing plan before they begin. Let your advanced learners share their plans so that the others can learn from them.
3. Set the writing parameters. Is this a one paragraph essay? One page? New writers desperately want clear enough expectations so that they can approach the task with confidence. Given the fact that relationships can be quite personal, fairness requires that you tell learners who will be reading the essay. Will anyone but you be reading it? Will they be asked to read it aloud?
4. Work developmentally with learners on their writing. Read their work-in-progress, offering encouragement and helping them plan their words as necessary and if they want you to.
5. Give private feedback on the writing, always accentuating the positive and showing learners how to build on their strengths.
6. Decide, as a group, what to do with the completed essays. Should they be taped to the wall? Should they be collected into a reader for future reading instruction? Use your imagination, but try to do *something* to celebrate an accomplishment that, for many of your learners, will seem quite difficult and intimidating.

Topics for Writing About Relationships

1. Relationships can be hard. Why do people fight with the people they love?
2. Some adults like to learn alone. Other adults enjoy learning with other people. Do you like learning alone or with other people? Why?
3. Some friends are better than others. Some make you feel good inside. Some make you feel strong. Others make you sad and weak. What is friendship? How can friends help one another to lead happy lives?
4. Do you believe that there is such a thing as a bad person? Describe what you mean by a bad person. Then tell the best way of dealing with a bad person so that you don't get hurt.
5. Sometimes, you like almost everything about a person but there's this one thing. Do you think it's possible for one person to change another person? Why or why not?

Activity #1: The Meaning of Love

What is love? Over the years, people have offered their ideas about love. Through evaluating and discussing what others have said about love, you can further explore your own philosophy about love.

1. Some people feel that life cannot be complete without love. Advice columnist Ann Landers wrote: ***If you don't have love in your life, no matter what else there is, it's not enough.***

2. Others have reminded us that love takes a great deal of continuous work. Present-day science-fiction and fantasy writer Ursula K. LeGuin wrote: ***Love doesn't just sit there, like a stone, it has to be made, like bread; re-made all the time, made new.***

3. Some people claim that love turns people into fools. Sir Francis Bacon, a philosopher and scientist who lived between 1561 and 1626 said: ***It is impossible to love and to be wise.***

4. And many people say that love hurts. A Spanish proverb from the Southwestern United States says: ***Donde hay amor, hay dolor. (Where there's love, there's pain).***

5. But despite love's pain, many people believe that love is worth the pain it causes. Alfred Lord Tennyson, a British poet who lived in the 1800s, said: ***Better to have loved and lost, than to have never loved at all.***

6. Some people have talked about how powerful love can be when it stays steady over time. An African proverb says: ***Our love is like the misty rain that falls softly - but floods the river.***

7. Others believe that love can change the way people experience life. The great civil-rights leader Martin Luther King, Jr., said: ***Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illuminates it.***

8. Many people feel that when you're in love, you should be thankful and grateful. And that when you are with a person who isn't, it can be frustrating. Folklorist and writer Zora Neale Hurston (1901-1960) wrote about an ungrateful lover: ***You love like a coward. Don't take no steps at all. Just stand around and hope for things to happen outright. Unthankful and unknowing like a hog under a acorn tree. Eating and grunting with your ears hanging over your eyes, and never even looking up to see where the acorns are coming from.***

9. Some people say that love brings comfort even when life is not going well. William Wordsworth, a British poet who lived between 1770 and 1850, wrote:

There is a comfort in the strength of love;
'Twill make a thing endurable, which else
Would overset the brain, or break the heart.

10. Finally, some people have said that love is about being partners throughout life. French writer Antoine de Saint-Exupery (1900-1944) wrote: ***Life has taught us that love does not consist in gazing at each other but in looking outward together in the same direction.***

Activity #2 Role-Playing Cards

Activity 2 --- Story 1 --- Card 1

Spouse or Partner #1

You are the person in the relationship who worries about the bills. You are sick and tired of your spouse's (or partner's) wasteful ways. Ignore what your spouse (or partner) says and just keep letting him or her know what you think. Here are some things to say:

- You spend money like there is no tomorrow!
- You waste our money on selfish things!
- What am I supposed to do about the rent? You don't even care!
- I don't even have the money I need for the family's clothes!

Activity 2 --- Story 1 --- Card 2

Spouse or Partner #2

You earn more money than your spouse (or partner) and you spend more, too. You are sick and tired of the constant nagging about money. Ignore what your spouse (or partner) says and just keep trying to make your point. Here are some things to say:

- I earn more than you. I'll spend what I want!
- You're lucky to have a spouse (or partner) who works hard. Think of that jerk you used to be with!
- I'm not gonna let any woman (or man) tell me what to do!
- When you get a better job, then you can talk!

Activity 2 --- Story 2 --- Card 1

Parent

You're really angry with your child. Your child is doing poorly in school, and he (or she) doesn't seem to be interested in anything except watching TV. You decide that you're going to put an end to it right now. Stand up and lecture the child in a loud, angry voice. Here are some things to say:

- Turn that TV off!
- I'm sick and tired of you wasting your life staring at TV!
- You should be studying. Tyler down the street studies hard every day.
- Don't you want to make something of yourself? You're a bum!

Activity 2 --- Story 2 --- Card 2

Teenager

Make believe you're sitting down, watching TV with a remote control in your hand. You are tired of all the nagging. At first, you just try to ignore it, flicking the channels as your parent gets madder and madder. Finally you start saying some nasty things, hoping to drive your parent away. Here are some things to say:

- I'll study later. There's lots of time.
- School is a waste of time anyway. I really like TV.
- You didn't do so well in school yourself.
- Okay, okay! Just leave me alone. I'm trying to watch this show!

Activity 2 --- Story 3 --- Card 1

Spouse or Partner #1

When your spouse (or partner) started back to school, you went along with it. But this is getting ridiculous! School's really cutting into your family time, and you've had it! Start the argument calmly, but get madder as you go along. Here are some things to say:

- That school sure is taking up a lot of your time.
- What's school gonna do for you anyway? We're fine the way we are.
- Who are you spending all your time with, anyway? I don't trust those people at that school.
- Maybe I'm gonna have to find some other way of filling my time while you're at school.

Activity 2 --- Story 3 --- Card 2

Spouse or Partner #2

Going to school isn't easy, and you're proud of your efforts. Sometimes you feel like quitting, but you keep going because it's important to your future. You love your spouse (or partner), but you feel that he or she should be more supportive. In the beginning, you're calm, but after a while, you begin to get mad. Here are some things to say:

- School's important to me.
- Do you think I always want to go? It's hard sometimes.
- You could use more education yourself, you know.
- You can't tell me what to do.
- Grow up! Get a life!

Activity 2 --- Story 4 --- Card 1

Child

You know you're a good kid. You do well in school. You work hard around the house. And all you're asking for is a new bicycle. Your friends all have better bikes than you. You need this bike, and for some reason, your parent won't buy it for you. You start out by asking for one, but by the end of the scene you're demanding it. Here are some things to say:

- I sure would like to get a new bike. I saw one for only $89.95.
- I have the rattiest bike in town. My friends all have better bikes.
- Why can't I have it? I work hard. I get good grades.
- I got to have it!

Activity 2 --- Story 4 --- Card 2

Parent

Your child is a good kid, but you just can't afford to buy a new bike. Money's real tight right now, but you don't want to share your worries with the child. You think he or she doesn't really need a new bike. Start off calm, but get madder as you realize that he or she won't take no for an answer. Here are some things to say:

- You're lucky to have a bike at all! When I was a kid, I didn't even have a bike!
- I said no and I meant it!
- You might get hurt on a big fancy bike like that.
- You're gonna go to your room in a minute!
- I never spoke to my parents like you speak to me!

Activity #2: Resolving Conflicts in Family Relationships

Eight Questions for Analyzing Conflicts

1. How does each person feel before the conflict?

2. How do the things the other person says affect those feelings?

3. What goal is each person trying to accomplish?

4. Do the things he or she says help or make it more difficult to accomplish that goal?

5. Which of the things the people say are *destructive* (designed to hurt)?

6. Can you think of more *constructive* (helpful) things to say that might accomplish the goal?

7. Is there a deeper problem here--one that will probably come up again and again?

8. How could they deal effectively with that deeper problem?

Something to Think About

Sometimes, it seems our classrooms are pragmatic to a fault. We deal with topics that help our learners perform certain straightforward, socially desirable tasks (such as working or voting). It might seem strange to you to introduce a topic as rich and complicated as love into your classroom. In deciding whether you want to teach these activities, remember how important the impractical and messy aspects of your own life have been to your own personal development.

As you teach the activities, do your best to accommodate the fact that our learners' families--like our own families--take many different forms. Some learners live in "traditional" families (with two parents, two-point-five kids, and a family pet). Some live with unmarried partners. Some are single parents. Some are in homosexual relationships. Some live with parents.

We know that among the 1000-plus adult basic educators receiving this newsletter, there is huge variation with respect to how much you support "non-traditional" relationships. For some of you, diverse relationships are no big deal; for others, certain arrangements might seem wrong. Still, if you're going to meet the learning needs of *all* your learners, you might have to set aside your beliefs about "normal" relationships in order to make space for your students to learn what they need to learn. We've done our best to craft activities that will be relevant to learners of all ages and in all types of relationships. Most everyone has or wants to have significant others in their lives, and most people are quite adept at finding meaning in learning activities, even if those activities do not precisely reflect their own living situations.

For Further Information

For a summary of Mark Johnson's research, contact him at:

Lifelong Learning Network
GA Tech Center for Rehabilitation Technology
College of Architecture, Georgia Institute of Technology
490 10th Street, Atlanta GA 30332-0156
1-800-ICU-READ

For an interesting research study on how work and love are intertwined check out:

Merriam, S. B. & Clark, M. C. (1991). *Lifelines: Patterns of Work, Love, and Learning in Adulthood.* San Francisco: Jossey Bass.

For more quotes to use in your classroom:

Bartlett's Familiar Quotations
http://www.columbia.edu/acis/bartleby/bartlett

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